

State of Rhode Island and Providence Plantations
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2005 School-Performance Classifications

This document contains:

- The R.I. Accountability System: A Brochure
- Raising the Bar: The Targets Rise
- 2005 Regents' Commended Schools
- 2005 School-Performance Classifications: A Summary
- 2005 School-Performance Classifications and Test Scores
- 2005 Statewide Test Scores

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NOVEMBER 7, 2005

RHODE ISLAND SCHOOL PERFORMANCE AND ACCOUNTABILITY SYSTEM

NOVEMBER 2005

SCHOOL-PERFORMANCE CLASSIFICATIONS



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○ **RHODE ISLAND'S ACCOUNTABILITY PLAN**

RHODE ISLAND'S ACCOUNTABILITY PLAN, APPROVED IN MAY 2003 BY THE U.S. DEPARTMENT OF EDUCATION AND SLIGHTLY REVISED IN JULY 2004, SPECIFIES HOW THE RHODE ISLAND DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION (RIDE) WILL COMPLY WITH NUMEROUS PROVISIONS OF THE NO CHILD LEFT BEHIND ACT, MOST NOTABLY THE REQUIREMENTS TO TEST STUDENTS IN GRADES 3 THROUGH 8 PLUS A HIGH-SCHOOL GRADE, TO DEVELOP TIMELINES TO BRING ALL STUDENTS TO PROFICIENCY BY THE YEAR 2014, AND TO ESTABLISH A SYSTEM TO DETERMINE WHICH SCHOOLS AND DISTRICTS ARE FAILING TO MAKE ADEQUATE YEARLY PROGRESS.

THIS IS A SIGNIFICANT YEAR IN THE IMPLEMENTATION OF THE ACCOUNTABILITY PLAN: THIS YEAR, RHODE ISLAND HAS RAISED THE BAR – THE TARGET SCORE THAT SCHOOLS MUST ACHIEVE IN ORDER TO MAKE “ADEQUATE YEARLY PROGRESS.” THIS MARKS THE FIRST OF SEVERAL REQUIRED STEP INCREASES AS RHODE ISLAND APPROACHES THE GOAL OF PROFICIENCY FOR ALL STUDENTS BY 2014.

○ **STANDARDS: THE NEW ENGLAND COMMON ASSESSMENT PROGRAM (NECAP)**

WORKING WITH TWO OTHER NEW ENGLAND STATES (NEW HAMPSHIRE AND VERMONT), RHODE ISLAND HAS FORMED THE NEW ENGLAND COMMON ASSESSMENT PROGRAM (NECAP), THE FIRST SUCH INTERSTATE AGREEMENT IN THE NATION. THE PARTNER STATES HAVE ESTABLISHED STANDARDS – WHAT STUDENTS SHOULD KNOW AND BE ABLE TO DO AT EACH GRADE LEVEL – FOR ENGLISH LANGUAGE ARTS AND MATHEMATICS FOR ALL SCHOOL LEVELS; WORK IS UNDERWAY TO ESTABLISH STANDARDS FOR SCIENCE.

○ **TESTING: NEW STANDARDS REFERENCE EXAMS AND NECAP ASSESSMENTS**

THE STATE ASSESSMENT SYSTEM IN RHODE ISLAND DETERMINES WHETHER STUDENTS HAVE MET THE STANDARDS APPROPRIATE FOR THEIR GRADE IN SCHOOL.

IN 2004-05, AS RHODE ISLAND WENT THROUGH A TRANSITION TO A NEW TESTING SYSTEM, ASSESSMENTS WERE ADMINISTERED ONLY IN EARLY-GRADE SCHOOLS (HIGHEST GRADE OF 1) AND IN HIGH SCHOOLS. THOSE SCHOOLS ARE THE ONLY ONES TO RECEIVE A SCHOOL-PERFORMANCE CLASSIFICATION (E.G., HIGH OR MODERATELY PERFORMING) IN 2005. ALL SCHOOLS, HOWEVER, WERE EVALUATED TO DETERMINE WHETHER THEY MADE “ADEQUATE YEARLY PROGRESS” IN 2004-05.

IN THE FALL OF 2005, ELEMENTARY AND MIDDLE SCHOOLS WERE TESTED UNDER THE NECAP ASSESSMENTS, DEVELOPED BY MEASURED PROGRESS, OF NEW HAMPSHIRE. THE RESULTS OF THOSE TESTS WILL BE RELEASED IN THE SPRING OF 2006.

○ **SCHOOL-PERFORMANCE CLASSIFICATIONS: HIGH, MODERATE, IN NEED OF IMPROVEMENT**

SCHOOLS AND DISTRICTS ARE CLASSIFIED BASED ON AN “INDEX PROFICIENCY SCORE” RHODE ISLAND'S ASSESSMENTS REPORT RESULTS IN FIVE LEVELS: ACHIEVED THE STANDARD WITH HONORS, ACHIEVED THE STANDARD, NEARLY ACHIEVED THE STANDARD, BELOW THE STANDARD, LITTLE EVIDENCE OF ACHIEVEMENT. THOSE

ELIGIBLE STUDENTS WHO DID NOT TAKE THE TEST RECEIVE “NO SCORE.” ON THE PROFICIENCY SCALE, A SCORE IS ASSIGNED TO EACH LEVEL:

THE INDEX PROFICIENCY SCORE	
RHODE ISLAND'S PERFORMANCE LEVELS	INDEX PROFICIENCY SCALE
ACHIEVED THE STANDARD WITH HONORS	100
ACHIEVED THE STANDARD	100
NEARLY ACHIEVED THE STANDARD	75

SCHOOL AND DISTRICT CLASSIFICATIONS ARE DETERMINED BY THE SCORES AND PARTICIPATION RATES OF ALL STUDENTS IN EACH SUBTEST EITHER OVER THE PAST THREE YEARS OR IN THE MOST RECENT YEAR, WHICHEVER IS HIGHER.

RHODE ISLAND'S STANDARD FOR PROFICIENCY IS HIGH BY ALL MEASURES — AMONG THE HIGHEST OF ANY STATE IN THE NATION. THE INDEX-PROFICIENCY SCORE GIVES SCHOOLS AND DISTRICTS CREDIT AS THEY MOVE STUDENTS, AT EVERY LEVEL, TOWARD PROFICIENCY. IT ENCOURAGES CONTINUOUS IMPROVEMENT FOR STUDENTS AND TEACHERS AS THEY MAKE PROGRESS TOWARD ACHIEVING THE STANDARD.

○ **ANNUAL MEASURABLE OBJECTIVES, OR TARGETS**

SCHOOL CLASSIFICATIONS ALSO NOTE WHETHER THE SCHOOL IS MAKING PROGRESS. THESE DESIGNATIONS ARE BASED ON BOTH INTERMEDIATE GOALS AND ANNUAL MEASURABLE OBJECTIVES (AMOS), OR TARGETS.

TO SET THESE GOALS AND OBJECTIVES, IN 2002 RIDE ESTABLISHED A BASELINE SCORE FOR EACH GRADE LEVEL TESTED, IN BOTH ENGLISH LANGUAGE ARTS AND MATHEMATICS. THESE BASELINE SCORES WERE:

	ENGLISH LANGUAGE ARTS	
<u>MATHEMATICS</u>		
ELEMENTARY SCHOOL	76.1	61.7
MIDDLE SCHOOL	68.0	46.1
HIGH SCHOOL	69.6	44.9

ROUGHLY SPEAKING, THESE BASELINES REPRESENTED THE 20TH PERCENTILE, IN 2002, FOR EACH TEST AT EACH LEVEL. FOR EXAMPLE, THE ELEMENTARY-SCHOOL ENGLISH LANGUAGE ARTS BASELINE OF 76.1 MEANS THAT 80 PERCENT OF THE STATE'S ELEMENTARY-SCHOOL PUPILS IN 2002 WERE IN SCHOOLS WITH A HIGHER SCORE AND 20 PERCENT WERE IN SCHOOLS WITH THAT SCORE OR LOWER.

FROM EACH BASELINE, RIDE SET FIVE EQUAL INTERMEDIATE GOALS THAT WILL CULMINATE IN A SCORE OF 100 (100-PERCENT PROFICIENCY) BY THE YEAR 2014. FOR EXAMPLE, THE HIGH-SCHOOL MATHEMATICS SCORES MUST IMPROVE BY 9.2 POINTS AT EACH INTERMEDIATE GOAL IN ORDER TO REACH 100 BY THE YEAR 2014. ***THE FIRST INTERMEDIATE GOALS GO INTO EFFECT THIS YEAR, 2005:***

ANNUAL MEASURABLE OBJECTIVES/TARGETS						
ELEMENTARY HIGH			MIDDLE			
YEAR	ELA	MATH	ELA	MAT H	ELA	MATH
2014	100	100	100	100	100	100
2013	96.1	93.7	94.5	91.1	93.6	90.8
2012	92.1	87.3	89.2	82.1	87.4	81.6
2011	88.1	80.9	83.9	73.1	81.2	72.4
2010	84.1	74.5	78.6	64.1	75.0	63.2
2009	84.1	74.5	78.6	64.1	75.0	63.2
2008	84.1	74.5	78.6	64.1	75.0	63.2
2007	80.1	68.1	73.3	55.1	68.8	54.0
2006	80.1	68.1	73.3	55.1	68.8	54.0
2005	80.1	68.1	73.3	55.1	68.8	54.0
2004	76.1	61.7	68.0	46.1	62.6	44.8

SO THIS YEAR – 2005 – HIGH SCHOOLS MUST MEET A TARGET SCORE OF 68.8 FOR ENGLISH LANGUAGE ARTS AND 54 FOR MATHEMATICS, SIGNIFICANT INCREASES OVER THE BASELINE SCORES THAT HAVE BEEN THEIR TARGETS SINCE 2002.

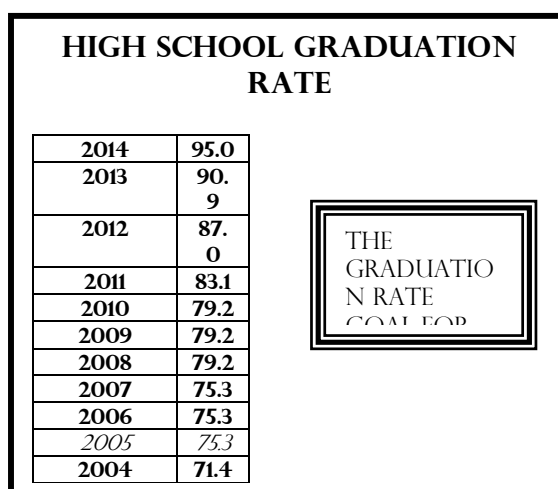
○ **ADDITIONAL FACTORS: 21 INDICATORS**

SCHOOLS AND DISTRICTS ARE MEASURED BY THE PERFORMANCE (INDEX-PROFICIENCY SCORE) AND THE YEARLY PROGRESS OF ALL STUDENTS IN THE AGGREGATE AND BY DISAGGREGATED GROUPS: BY RACE, ETHNICITY, POVERTY STATUS, AND EDUCATION –PROGRAM STATUS (SPECIAL NEEDS, LIMITED ENGLISH).

**EQUITY FOR ALL STUDENTS
NCLB ADDRESSES EQUITY GAPS BY
REQUIRING DATA BE DISAGGREGATED
BY THE FOLLOWING GROUPS:**

- ✓ ASIAN STUDENTS
- ✓ BLACK STUDENTS
- ✓ HISPANIC STUDENTS
- ✓ NATIVE AMERICAN STUDENTS
- ✓ WHITE STUDENTS
- ✓ STUDENTS WHO ARE ECONOMICALLY DISADVANTAGED

THREE OTHER FACTORS DETERMINE SCHOOL AND DISTRICT CLASSIFICATIONS: ALL SCHOOLS AND DISTRICTS MUST HAVE A PARTICIPATION RATE (PERCENT OF STUDENTS WHO COMPLETED OR ATTEMPTED THE STATE ASSESSMENTS) OF 95 PERCENT; HIGH SCHOOLS MUST MEET ANNUAL OBJECTIVES REGARDING THE GRADUATION RATE; MIDDLE SCHOOLS AND ELEMENTARY SCHOOLS MUST MEET ANNUAL OBJECTIVES REGARDING THE ATTENDANCE RATE.



NOTE THAT THE BAR REPRESENTING THE GRADUATION-RATE GOAL ALSO INCREASED THIS YEAR – FROM A BASELINE GOAL OF 71.4 PERCENT TO THE 2005 GOAL OF 75.3 PERCENT

ELEMENTARY AND MIDDLE SCHOOLS WERE EVALUATED BY WHETHER THEY MET THEIR ATTENDANCE TARGET. THOSE THAT MET THE TARGET IN 2005 HAVE MADE “ADEQUATE YEARLY PROGRESS”; THOSE WHO MISSED THEIR ATTENDANCE TARGET DID NOT MAKE “ADEQUATE YEARLY PROGRESS.”

○ **HOW WE ACCOUNT FOR NO SCORES AND NON-PARTICIPANTS**

STUDENTS WHO DO NOT PARTICIPATE IN THE STATE ASSESSMENTS AND HAVE NO VALID EXEMPTION (E.G., MEDICAL EXEMPTION) RECEIVE A “NO SCORE,” WHICH EQUATES TO AN INDEX SCORE OF ZERO. THIS SCORE IS PART OF THE CALCULATION OF THE SCHOOL AND DISTRICT INDEX SCORES AND THE INDEX SCORES FOR EVERY GROUP TO WHICH THE STUDENT BELONGS.

UP TO FIVE PERCENT OF THE NONPARTICIPANTS, HOWEVER, MAY BE EXCLUDED FROM CALCULATION OF THE SCHOOL AND DISTRICT SCORING. FOR EXAMPLE, IF 2 PERCENT OF THE STUDENTS IN A SCHOOL DO NOT PARTICIPATE, THEIR SCORES ARE NOT COUNTED AS PART OF THE INDEX SCORE FOR THE SCHOOL, NOR FOR ANY GROUP WITHIN THE SCHOOL. IF 7 PERCENT OF THE STUDENTS IN A SCHOOL DO NOT PARTICIPATE, 5 PERCENT MAY BE EXCLUDED FROM THE CALCULATION, BUT THE “NO SCORES” OF THE REMAINING 2 PERCENT WILL COUNT AS PART OF THE CALCULATION OF THE INDEX SCORES FOR THE SCHOOL. IN EFFECT, THE SCORES OF THOSE STUDENTS ARE MARKED AGAINST THE SCHOOL TWICE: THEY BRING DOWN BOTH THE PARTICIPATION RATE *AND* THE INDEX SCORES FOR THE SCHOOL.

○ **TARGETS/INDICATORS: HOW WE DETERMINE SCHOOL CLASSIFICATIONS**

IN SUMMARY, SCHOOL AND DISTRICT CLASSIFICATIONS ARE BASED ON 21 PIECES OF DATA, OR INDICATORS.

**SCHOOLS WILL BE CLASSIFIED AS HIGH,
MODERATE, OR IN NEED OF IMPROVEMENT**

* CLASSIFICATIONS WILL BE BASED ON 21
PIECES OF DATA

IF A SCHOOL HAS MET ALL TARGETS FOR ALL GROUPS AND ITS GRADUATION RATE AND ITS INDEX SCORES FOR THE SCHOOL AS A WHOLE ARE ABOVE THE INTERMEDIATE GOALS FOR THE YEAR 2011, THE SCHOOL IS CLASSIFIED AS **HIGH PERFORMING**.

OTHER SCHOOLS THAT HAVE MET ALL TARGETS FOR ALL GROUPS ARE CLASSIFIED AS **MODERATELY PERFORMING**.

ALL OTHER SCHOOLS ARE CLASSIFIED AS **IN NEED OF IMPROVEMENT**, *EXCEPT THAT:*

A SCHOOL THAT MEETS ITS SCHOOL-LEVEL TARGETS AND MISSES OTHER TARGETS MAY MEET THE CRITERIA FOR BEING CLASSIFIED AS HIGH PERFORMING OR MODERATELY PERFORMING BUT WITH AN ADDED NOTATION OF "WITH CAUTION" OR "SAFE HARBOR." (SEE NEXT PAGE FOR DEFINITIONS.)

SAFE HARBOR: MAKING PROGRESS TOWARD THE TARGETS

SCHOOLS MAY MEET THEIR TARGETS THROUGH THE “SAFE-HARBOR PROVISION.” A SCHOOL HAS MET SAFE HARBOR IF IT HAS DECREASED BY 10 PERCENT THE GAP BETWEEN AN INDEX SCORE OF 100 AND ITS PREVIOUS YEAR’S SCORE. THE SAFE-HARBOR PROVISION APPLIES TO ALL ASSESSMENT TARGETS.

THE SAFE HARBOR PROVISION

THE SAFE HARBOR PROVISION REQUIRES THAT IF:
A SCHOOL HAS NOT MET ITS AMOS *BUT*
HAS REDUCED BY 10 PERCENT THE GAP BETWEEN A SCORE OF
100 AND THE PREVIOUS YEAR’S SCORE, THEN
THIS SCHOOL HAS THEN MET THE SAFE HARBOR PROVISION
AND IS NOT SUBJECT TO NCLB SANCTIONS AND CORRECTIVE
ACTIONS;

EXAMPLE:

A SCHOOL HAS A
PREVIOUS MATHEMATICS
INDEX PROFICIENCY
SCORE OF 42.

$100 - 42 = 58$ [THE GAP]
 10% OF THE GAP IS 5.8%
 $42 + 5.8 = 47.8$
 $47.8 =$ THE NEW TARGET

SCHOOL IMPROVEMENT: IMPROVING, SUSTAINING, MAKING PROGRESS, INSUFFICIENT PROGRESS

HIGH-PERFORMING AND MODERATELY PERFORMING SCHOOLS THAT RAISE THEIR SCHOOLWIDE SCORES BY 2 POINTS EACH YEAR WILL BE CLASSIFIED AS “**IMPROVING.**” OTHERWISE, THESE SCHOOLS WILL BE CLASSIFIED AS “**SUSTAINING.**”

IF A HIGH-PERFORMING OR MODERATELY PERFORMING SCHOOL MISSES ONLY ONE TARGET OR MISSES BOTH TARGETS FOR ONLY ONE STUDENT GROUP, IT IS CLASSIFIED AS HIGH PERFORMING OR MODERATELY PERFORMING “**WITH CAUTION,**” A STATUS IT MAY RETAIN FOR ONE YEAR ONLY.

IF A HIGH-PERFORMING OR MODERATELY PERFORMING SCHOOL MEETS ALL OF ITS TARGETS BUT MEETS SOME THROUGH THE SAFE-HARBOR PROVISION, IT WILL BE CLASSIFIED AS “**SAFE HARBOR.**”

IF A SCHOOL CLASSIFIED AS “IN NEED OF IMPROVEMENT” MEETS ITS SCHOOLWIDE TARGETS THROUGH THE SAFE-HARBOR PROVISION, IT WILL BE CLASSIFIED AS “**MAKING PROGRESS.**”

OTHER SCHOOLS IN NEED OF IMPROVEMENT WILL BE CLASSIFIED AS MAKING “**INSUFFICIENT PROGRESS.**”

- **ADEQUATE YEARLY PROGRESS, OR AYP**

ALL SCHOOLS THAT HAVE MET ALL TARGETS – WHETHER BY MEETING THEIR ANNUAL MEASURABLE OBJECTIVES (AMOS) OR THROUGH THE SAFE-HARBOR PROVISION – HAVE MADE ADEQUATE YEARLY PROGRESS (AYP). THAT IS, ALL SCHOOLS THAT ARE **IMPROVING, SUSTAINING, SAFE HARBOR, OR MAKING PROGRESS** HAVE MADE AYP. SCHOOLS THAT ARE **WITH CAUTION OR MAKING INSUFFICIENT PROGRESS** HAVE NOT MADE AYP.

NOTES FOR 2005 CLASSIFICATIONS:

NOTE THAT, IN 2005, ONLY HIGH SCHOOLS AND EARLY-GRADE ELEMENTARY SCHOOLS RECEIVED FULL CLASSIFICATIONS; OTHER SCHOOLS WERE DESIGNATED AS EITHER MAKING “ADEQUATE YEARLY PROGRESS” OR NOT MAKING “ADEQUATE YEARLY PROGRESS.”

IN 2005, ALL UNTESTED ELEMENTARY AND MIDDLE SCHOOLS THAT MET THEIR ATTENDANCE TARGET MADE AYP.

THE CLASSIFICATIONS

In Rhode Island's Accountability System schools are classified in one of the following categories:

High Performing and Improving
or
High Performing and Sustaining
or
High Performing – Safe Harbor
or
High Performing with Caution

Moderately Performing and Improving
or
Moderately Performing and Sustaining
or
Moderately Performing – Safe Harbor
or
Moderately Performing with Caution

School in Need of Improvement/Making Progress
or
School in Need of Improvement/Insufficient Progress

○ **MINIMUM SAMPLE SIZES AND ACCOUNTING FOR MEASUREMENT ERRORS**

UNDER THE RHODE ISLAND SYSTEM, DECISIONS ARE MADE ABOUT GROUPS OF STUDENTS ONLY WHEN THERE ARE AT LEAST 45 STUDENTS WITHIN THE GROUP – EITHER OVER A THREE-YEAR SPAN OR, IF A SINGLE YEAR OF TEST RESULTS IS USED TO DETERMINE THE CLASSIFICATION, IN THAT SINGLE YEAR. SCHOOLS THAT HAVE FEWER THAN 45 STUDENTS ACROSS A THREE-YEAR SPAN MUST STILL BE CLASSIFIED, HOWEVER. IN THESE SMALL SCHOOLS, IT IS NOT POSSIBLE TO DISAGGREGATE ANY OF THE GROUPS.

CELL SIZE OF 45				
RHODE ISLAND WILL MAKE DECISIONS ABOUT GROUPS ONLY WHEN THERE IS A MINIMUM OF 45 STUDENTS WITHIN THE GROUP. HERE IS A THREE-YEAR TIMEFRAME:				
EXAMPLE: SCHOOL A (ENROLLMENT BY GROUP)				
	2001	2002	2003	TOTAL
IEP	15+	24+	21 =	60
LEP	6+	8+	9 =	23
BLACK	7+	6+	11 =	24
HISPA	16+	14+	18 =	48

CELL SIZE OF 45, CONTINUED				
SCHOOL A				
	2001	2002	2003	TOTAL
IEP	15+	24+	21 =	*60
LEP	6+	8+	9 =	**23
BLACK	7+	6+	11 =	**24
HISPA	16+	14+	18 =	*48

SO FOR THIS SCHOOL, INDEX SCORES WOULD BE CALCULATED FOR THE FOLLOWING GROUPS:

1. *IEP: N = 60
2. *HISPANIC N = 48

GROUP SCORES WOULD **NOT** BE CALCULATED FOR THE FOLLOWING GROUPS:

THE RHODE ISLAND ACCOUNTABILITY SYSTEM TAKES INTO ACCOUNT MEASUREMENT ERRORS ASSOCIATED WITH ANY TESTING PROGRAM. WE WANT TO BE SURE THAT EACH SCHOOL AND DISTRICT INDEX-PROFICIENCY SCORE, AND THE SCORES FOR EACH GROUP, ARE RELATED TO ACTUAL IMPROVEMENT RATHER THAN TO RANDOM MEASUREMENT ERRORS.

SO THE SYSTEM APPLIES “ERROR BANDS” TO EACH MEASUREMENT. THE ERROR BAND FOR EACH SCHOOL OR DISTRICT VARIES DEPENDING ON THE SIZE OF THE SCHOOL OR DISTRICT, BUT IS ALWAYS PLUS OR MINUS LESS THAN 1 POINT ON THE SCALE (EXCEPT FOR VERY SMALL SCHOOLS); THE ERROR BAND FOR EACH GROUP IS PLUS OR MINUS 2 POINTS ON THE SCALE. A DISTRICT, SCHOOL, OR GROUP HAS MET ITS TARGET IF THE SCORE FALLS WITHIN THE ERROR BAND. FOR EXAMPLE, THE 2005 TARGET FOR ENGLISH LANGUAGE ARTS FOR HIGH SCHOOLS IS 68.8; A GROUP HAS HIT THAT TARGET IF ITS INDEX PROFICIENCY SCORE IS 66.8 OR HIGHER.

○ **WHAT ARE THE CONSEQUENCES IF A SCHOOL DOES NOT MAKE AYP?**

THROUGH A PROCESS KNOWN AS “PROGRESSIVE SUPPORT AND INTERVENTION,” RIDE WORKS WITH THE DISTRICTS IN WHICH SCHOOLS HAVE BEEN CLASSIFIED AS “IN NEED OF IMPROVEMENT” FOR TWO CONSECUTIVE YEARS AND MAY OFFER ADDITIONAL HELP TO SCHOOLS CLASSIFIED AS MAKING “INSUFFICIENT PROGRESS,” UNDER THE AUTHORITY OF THE STATE LAW ON “INTERVENTION AND SUPPORT FOR FAILING SCHOOLS” R.I.G.L. 16-7:1-5. THE LAW MANDATES THAT RIDE OFFER TECHNICAL AND POLICY SUPPORT FOR AT LEAST THREE YEARS TO THESE SCHOOLS. AFTER THREE YEARS OF INSUFFICIENT PROGRESS, “THERE SHALL BE PROGRESSIVE LEVELS OF CONTROL” BY RIDE, WHICH MAY LEAD TO “RECONSTITUTION” OF THE SCHOOLS. RECONSTITUTION CAN INVOLVE RESTRUCTURING OF SCHOOLS OR EVEN CLOSING SCHOOLS. STATE LAW DOES NOT ESTABLISH A SPECIFIC TIMETABLE OR SEQUENCE OF ACTIONS.

SCHOOLS THAT RECEIVE FEDERAL TITLE I FUNDS, AIMED AT HIGH-POVERTY SCHOOLS, ARE ALSO SUBJECT TO THE PROVISIONS OF THE FEDERAL NO CHILD LEFT BEHIND ACT, WHICH *DOES* ESTABLISH A SPECIFIC TIMETABLE AND SEQUENCE FOR STATE ACTIONS.

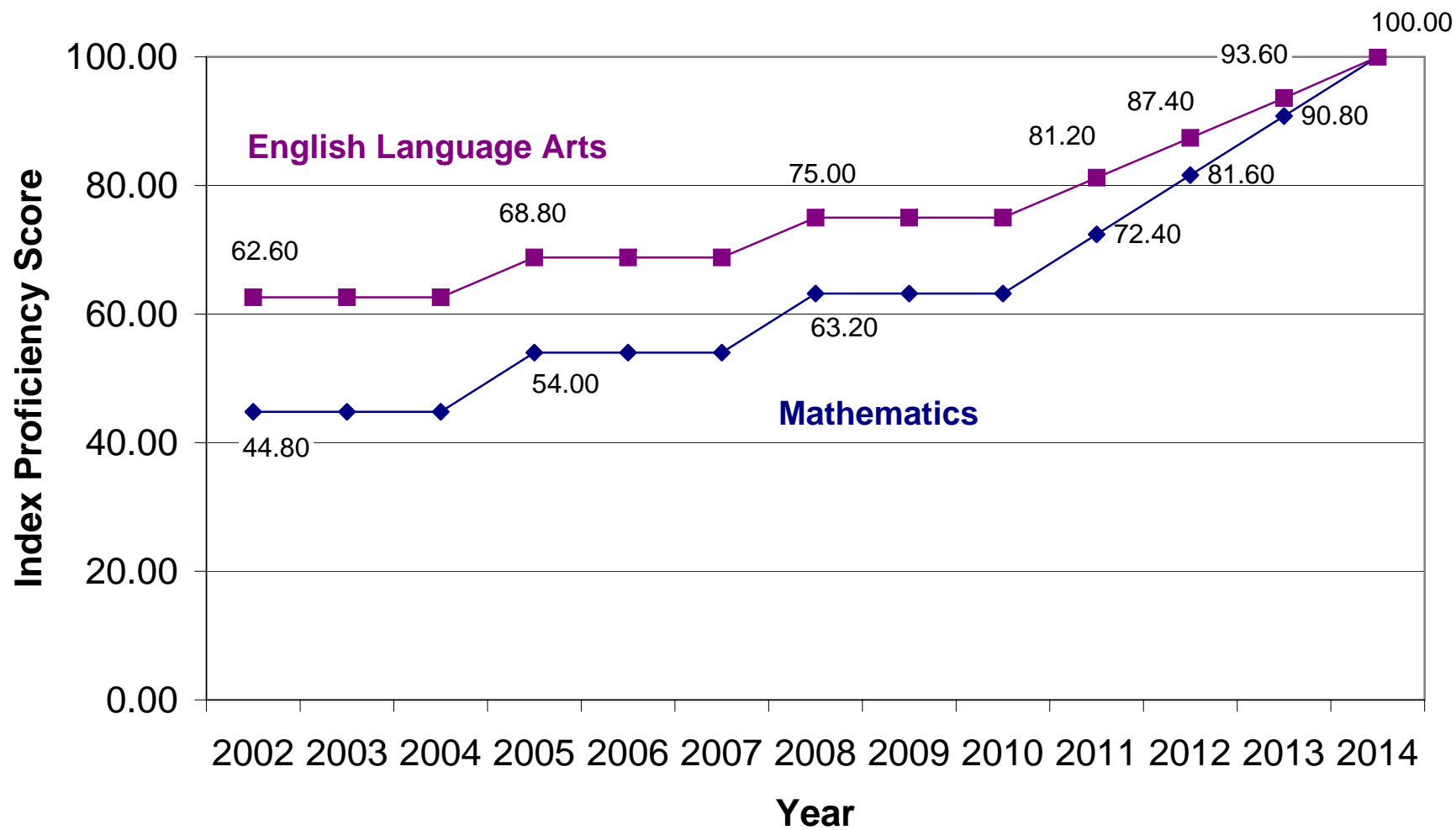
TITLE I SCHOOLS MAY BE “IDENTIFIED FOR IMPROVEMENT” IF THEY DO NOT MAKE AYP FOR TWO CONSECUTIVE YEARS:

- TWO CONSECUTIVE YEARS OF MISSING TARGETS (IN THE SAME SUBJECT AREA OR SET OF INDICATORS): STUDENTS MAY TRANSFER TO OTHER SCHOOLS IN THE DISTRICT (SCHOOL CHOICE)
- THREE CONSECUTIVE YEARS: SCHOOL CHOICE, PLUS STUDENTS MAY RECEIVE FREE SUPPLEMENTAL EDUCATIONAL SERVICES
- FOUR YEARS: SCHOOL CHOICE, SUPPLEMENTAL SERVICES, PLUS THE SCHOOL MAY BE SUBJECT TO VARIOUS FORMS OF CORRECTIVE ACTION
- FIVE YEARS: SCHOOL CHOICE, SUPPLEMENTAL SERVICES, PLUS THE SCHOOL FACE RESTRUCTURING, WHICH MAY MEAN REPLACING MOST OF THE STAFF, REOPENING THE SCHOOL AS A CHARTER SCHOOL, OR TURNING THE SCHOOL OPERATIONS OVER TO THE STATE.

TO BE ABSOLVED FROM THESE CONSEQUENCES, A SCHOOL MUST MAKE AYP FOR TWO CONSECUTIVE YEARS.

FOR ADDITIONAL INFORMATION:
SEE THE RIDE WEB SITE, WWW.RIDE.RI.GOV , UNDER *"SCHOOL AND DISTRICT
REPORT CARDS"*
OR SEE THE INFORMATION WORKS! WEB SITE,
WWW.INFOWORKS.RIDE.URI.EDU

High School Annual Measurable Objectives and Intermediate Goals



REGENTS' COMMENDED SCHOOLS – 2005

THE FOLLOWING 14 HIGH SCHOOLS HAVE MADE SIGNIFICANT PROGRESS, BASED ON THREE-YEAR AGGREGATIONS OF TESTING DATA, IN BOTH ENGLISH LANGUAGE ARTS AND MATHEMATICS FOR THE PAST TWO YEARS AND ARE NAMED REGENTS COMMENDED SCHOOLS FOR 2005:

- MT. HOPE HIGH SCHOOL (BRISTOL WARREN)
- COVENTRY HIGH SCHOOL
- EAST PROVIDENCE HIGH SCHOOL
- EXETER-WEST GREENWICH REGIONAL HIGH SCHOOL
- JOHNSTON SENIOR HIGH SCHOOL
- NARRAGANSETT HIGH SCHOOL -04-
-03-
- NORTH KINGSTOWN SENIOR HIGH SCHOOL
- NORTH SMITHFIELD SR. HIGH SCHOOL
- TEXTRON CHAMBER OF COMMERCE ACADEMY (PROVIDENCE)
-04-
- TIMES2 ACADEMY (PROVIDENCE)
- TIVERTON HIGH SCHOOL -04-
- PILGRIM HIGH SCHOOL (WARWICK)

STATE-OPERATED SCHOOLS

- METROPOLITAN REGIONAL CAREER & TECHNICAL CENTER
- WM. M. DAVIES JR. CAREER-TECHNICAL HIGH SCHOOL -04-

-04- : REGENTS' COMMENDED SCHOOL IN 2004; SIGNIFICANT PROGRESS FOR THREE CONSECUTIVE YEARS

-03- : REGENTS' COMMENDED SCHOOL IN 2004 AND 2003; SIGNIFICANT PROGRESS FOR FOUR CONSECUTIVE YEARS

NOTE: BECAUSE STATE ASSESSMENTS WERE NOT ADMINISTERED IN ELEMENTARY AND MIDDLE SCHOOLS IN THE SPRING OF 2005, ONLY HIGH SCHOOLS WERE ELIGIBLE TO BE REGENTS' COMMENDED SCHOOLS IN 2005.

School-Performance Classifications 2005
High Schools

	2003	2004	2005 [targets raised]
High-Performing Schools	8	24	27
Moderately Performing Schools	16	15	13
Schools in Need of Improvement	30	15	17
Improving Schools/Safe Harbor	16	37	14
Sustaining Schools	10	5	11
Insufficient Progress/Caution	28	12	32
Schools that met their targets	26	42	25
Schools that <i>did not</i> meet targets	28	12	32

Breakdown by classification – 2005

High Performing and Improving	10	(met all targets, rising scores)
High Performing – Sustaining	6	(met all targets)
High Performing – with Caution	11	(did not meet targets, first year)
Moderately Performing – Sustaining	5	(met all targets)
Moderately Performing – with Caution	4	(did not meet targets, first year)
Moderately Performing – Safe Harbor	4	(met targets through safe harbor)
In Need of Improvement – Insufficient Progress	17	(missed targets)
Total high schools:	57	

Notes:

Schools identified as “with caution” are performing well on the whole but need improvement in specific, targeted areas; they can maintain this classification for one year only, after which, if they do not improve, they will be classified as making “in need of improvement - insufficient progress.”

Schools that met targets through the safe-harbor provision have scores that are below the annual target but are rising at a rapid pace, as determined by a formula established in the No Child Left Behind Act.

There were 54 high schools in 2003 and 2004; in 2005 there were 57 high schools.

**RHODE ISLAND DEPARTMENT OF EDUCATION
2005 HIGH SCHOOL CLASSIFICATION**

DISTRICT	SCHOOL	% PROF		GRAD RATE	CLASSIFICATION	PROF INDEX	
		ELA	MATH			ELA	MATH
BARRINGTON	BARRINGTON HIGH SCH	78.02	78.99	96.09	High Performing and Sustaining	93.47	90.71
BEACON CHARTER SCH	BEACON CHARTER SCH	55.56	37.04	*	Moderately Performing and Sustaining	81.25	65.28
BLACKSTONE ACADEMY	BLACKSTONE ACADEMY	34.52	38.89	*	Moderately Performing and Sustaining	73.02	65.11
BRISTOL-WARREN	MT HOPE HIGH SCHOOL	69.32	46.72	78.86	Moderately Performing/Safe Harbor	90.65	75.10
BURRILLVILLE	BURRILLVILLE HS	62.82	66.46	77.93	Moderately Performing with Caution (1st year needs improvement)	87.30	84.88
CENTRAL FALLS	CENTRAL FALLS SENIOR	25.12	17.19	62.86	School in Need of Improvement/Insufficient Progress	68.73	54.02
CHARIHO	CHARIHO REGIONAL HS	61.98	55.63	89.90	High Performing with Caution(1st year needs improvement)	86.63	79.71
CHARIHO	RYSE (CLINICAL & ALT	#	#	*	Moderately Performing and Sustaining	#	#
COVENTRY	COVENTRY HIGH SCHOOL	54.17	55.63	89.01	High Performing and Improving	85.97	79.95
CRANSTON	CRANSTON HS - EAST	55.25	37.72	82.71	Moderately Performing with Caution (1st year needs improvement)	86.35	69.89
CRANSTON	CRANSTON HS - WEST	58.46	49.63	93.38	High Performing with Caution (1st year needs improvement)	86.80	76.08
CRANSTON	NE LABORERS/CRANSTON	18.57	20.00	80.00 **	Moderately Performing and Sustaining	74.23	59.36
CUMBERLAND	CUMBERLAND HIGH SCH	63.57	53.20	92.53	High Performing and Sustaining	88.75	78.64
DAVIES CAREER & TECH	DAVIES CAREER-TECH	46.38	46.49	91.72	High Performing and Improving	83.88	76.97
EAST GREENWICH	EAST GREENWICH HIGH	73.77	75.10	98.35	High Performing and Sustaining	91.87	89.79
EAST PROVIDENCE	EAST PROVIDENCE HIGH	45.52	40.45	84.16	Moderately Performing/Safe Harbor	81.38	70.95
EXETER-W GREENWICH	EXETER-W GREENWICH H	64.05	70.62	95.73	High Performing and Improving	88.33	87.45
FOSTER-GLOCESTER	PONAGANSETT HIGH SCH	52.18	56.48	94.63	High Performing with Caution (1st year needs improvement)	84.62	80.13
JOHNSTON	JOHNSTON SENIOR HIGH	48.31	27.15	86.70	Moderately Performing/Safe Harbor	84.69	67.25
LINCOLN	LINCOLN SENIOR HIGH	65.32	62.76	100.00	High Performing with Caution (1st year needs improvement)	88.88	82.34
MET CAREER & TECH	METROPOLITAN RGNL C	30.24	16.89	97.96	Moderately Performing/Safe Harbor	77.63	56.49
MIDDLETOWN	MIDDLETOWN HIGH SCH	58.22	44.06	94.44	High Performing with Caution (1st year needs improvement)	85.02	73.46
NARRAGANSETT	NARRAGANSETT HS	71.20	63.77	88.98	High Performing and Improving	92.16	83.83
NEW SHOREHAM	BLOCK ISLAND SCHOOL	#	#	*	High Performing and Sustaining	#	#
NEWPORT	ROGERS HIGH SCHOOL	54.63	55.76	78.36	Moderately Performing with Caution (1st year needs improvement)	84.05	78.26
NORTH KINGSTOWN	NORTH KINGSTOWN SR H	80.89	69.05	97.31	High Performing and Improving	94.58	87.74
NORTH PROVIDENCE	NORTH PROVIDENCE HS	50.00	42.11	94.40	Moderately Performing with Caution (1st year needs improvement)	82.35	70.85

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**RHODE ISLAND DEPARTMENT OF EDUCATION
2005 HIGH SCHOOL CLASSIFICATION**

DISTRICT	SCHOOL	% PROF		GRAD RATE	CLASSIFICATION	PROF INDEX	
		ELA	MATH			ELA	MATH
NORTH SMITHFIELD	NO SMITHFIELD JR-SRH	64.53	51.57	98.46	High Performing and Improving	89.62	79.68
PAWTUCKET	SHEA SENIOR HIGH SCH	35.66	30.76	72.31	School in Need of Improvement/Insufficient Progress	78.19	64.49
PAWTUCKET	WILLIAM E TOLMAN SR	38.22	31.40	70.37	School in Need of Improvement/Insufficient Progress	79.24	67.55
PORTSMOUTH	PORTSMOUTH HIGH SCH	62.40	66.67	96.84	High Performing with Caution (1st year needs improvement)	86.09	84.25
PROVIDENCE	ALT LEARNING PROJECT	27.17	28.99	41.18	School in Need of Improvement/Insufficient Progress	44.63	32.51
PROVIDENCE	CENTRAL HIGH SCHOOL	20.87	5.83	59.80	School in Need of Improvement/Insufficient Progress	66.96	44.79
PROVIDENCE	CLASSICAL HIGH SCH	75.63	76.43	99.63	High Performing and Sustaining	92.73	90.24
PROVIDENCE	E-CUBED ACADEMY	23.88	9.95	*	School in Need of Improvement/Insufficient Progress	69.07	49.71
PROVIDENCE	FEINSTEIN HIGH SCH	33.33	11.67	68.54	School in Need of Improvement/Insufficient Progress	79.17	53.47
PROVIDENCE	HARRISON STREET HS	11.96	7.25	*	School in Need of Improvement/Insufficient Progress	49.75	28.57
PROVIDENCE	HOPE ARTS SCHOOL	25.00	5.13	87.74 **	School in Need of Improvement/Insufficient Progress	71.25	45.55
PROVIDENCE	HOPE INFO TECH SCH	21.92	19.61	86.30 **	School in Need of Improvement/Insufficient Progress	57.14	59.09
PROVIDENCE	HOPE LEADERSHIP SCH	19.66	6.37	93.59 **	School in Need of Improvement/Insufficient Progress	66.64	45.35
PROVIDENCE	MOUNT PLEASANT HIGH	23.28	11.55	68.81	School in Need of Improvement/Insufficient Progress	71.95	49.44
PROVIDENCE	PROVIDENCE ACADEMY	22.19	10.00	78.38 **	School in Need of Improvement/Insufficient Progress	65.67	50.79
PROVIDENCE	TEXTRON CHAMBER OF C	44.90	50.34	87.72	High Performing and Improving	83.93	80.10
PROVIDENCE	TIMES2 ACADEMY	64.71	45.10	100.00	High Performing and Improving	83.77	73.05
PROVIDENCE	WM B COOLEY/HEALTH &	30.38	12.31	85.26 **	Moderately Performing and Sustaining	79.17	54.77
RI SCH FOR THE DEAF	RI SCH FOR THE DEAF	#	#	*	School in Need of Improvement/Insufficient Progress	#	#
RI TRAINING SCHOOL F	RI TRAINING SCHOOL F	9.09	.00	*	School in Need of Improvement/Insufficient Progress	16.78	9.97
SCITUATE	SCITUATE HIGH SCHOOL	60.04	63.84	87.02	High Performing and Sustaining	88.22	86.33
SMITHFIELD	SMITHFIELD SENIOR HS	64.71	58.05	92.59	High Performing with Caution (1st year needs improvement)	90.16	80.43
SOUTH KINGSTOWN	SOUTH KINGSTOWN HIGH	62.38	59.52	94.35	High Performing with Caution (1st year needs improvement)	86.98	81.08
TIVERTON	TIVERTON HIGH SCHOOL	65.37	64.60	93.30	High Performing and Improving	89.20	85.55
WARWICK	PILGRIM HIGH SCHOOL	52.78	48.05	88.64	High Performing and Improving	85.32	76.53
WARWICK	TOLL GATE HIGH SCH	52.76	45.51	92.74	High Performing with Caution (1st year needs improvement)	85.81	74.80
WARWICK	WARWICK VETERANS MEM	53.82	44.13	85.34	High Performing with Caution (1st year needs improvement)	86.36	74.21

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**RHODE ISLAND DEPARTMENT OF EDUCATION
2005 HIGH SCHOOL CLASSIFICATION**

DISTRICT	SCHOOL	% PROF		GRAD RATE	CLASSIFICATION	PROF INDEX	
		ELA	MATH			ELA	MATH
WEST WARWICK	WEST WARWICK SR HS	59.66	42.31	65.53	School in Need of Improvement/Insufficient Progress	87.50	72.75
WESTERLY	WESTERLY HIGH SCHOOL	65.92	59.04	91.30	High Performing with Caution (1st year needs improvement)	88.48	79.48
WOONSOCKET	WOONSOCKET HIGH SCH	39.12	25.23	74.47	School in Need of Improvement/Insufficient Progress	77.24	61.90

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School Performance 2005
Percent Proficient – Graduation Rate

	2002	2003	2004	2005 [targets raised for the first time]
Percent Proficient on State Tests				
English language arts	44.8	43.6	53.3	52.2
Mathematics	31.7	34.3	44.1	45.1
Graduation Rate	84.0	81.3	81.6	85.2

Notes:

High-school assessments were administered in Grade 10 in 2002 and 2003; Grade 11 in 2004 and 2005.

The calculation of the state graduation rate for 2005 is preliminary.